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*In Accordance with Public Law 221 and Indiana Code 20-31-5*

## **School Improvement Plan 2022-2023**

School Name: Harney Elementary School  
School Address: 1500 N. Garfield Street, Lebanon, IN 46052  
School Phone Number: (765) 482-5940  
School Fax Number: (765) 483-3062  
School DOE Number 0565  
School Corporation Number: 0665

9-1-2022

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Principal Signature, Dr. Janet Dye

Date

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Superintendent Signature, Dr. Jon Milleman

Date

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School Board President Signature, Liz Keith

Date

*Lebanon Community School Corporation will cultivate and reach every student by  
influencing their lives through the power of education.*

*Revised June 21, 2022*

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# **Career Awareness and Career Development Plan**

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## **Purpose and Direction**

### **School Improvement Plan Purpose**

The purpose of the School Improvement Plan is to evaluate the effectiveness of our initiatives, develop goals based on data analysis, establish priority for improvement, identify strategies and create an action plan for implementation.

### **Lebanon Community School Corporation Mission Statement**

Lebanon Community School Corporation will cultivate and reach every student by influencing their lives through the power of education.

### **Lebanon Community School Corporation Vision Statement**

The vision of the Lebanon Community School Corporation is to insure a quality educational program for all students in a challenging and secure environment. We, as professional caring educators, will provide a rigorous integrated curriculum that is relevant to each learner. Our students will become self-sufficient critical thinkers who are knowledgeable, skillful and responsible, and who can succeed as lifelong learners in a diverse society.

### **Harney Elementary Mission Statement**

At Harney Elementary We...

Learn | Work | Grow

Together to build a safer and stronger community.

## School Improvement Team and Participation

### School Improvement and School-wide Planning Team

Dev. Preschool	Jenni LaMar
Kindergarten Teacher	Susan Geswein
1 <sup>st</sup> Grade Teacher	Andrea Yoder
2 <sup>nd</sup> Grade Teacher	Bailey RIner
3 <sup>rd</sup> Grade Teacher	Rebecka Warren
4 <sup>th</sup> Grade Teacher	Brianna Storms
5 <sup>th</sup> Grade Teacher	Debbie Boggess
Special Education Teacher	Michelle Walton
High Ability Teacher	Suzi Boyett
Special Area Teacher	Tracey Hammel
Principal	Janet Dye
Assistant Principal	Pam Davis

### Dates and Times of Meetings

September 9, 2021  
 November 11, 2021  
 January 13, 2022  
 March 10, 2022  
 April 9, 2022  
 May 5, 2022  
 May 24, 2022  
 June 29, 2022  
 August 19, 2022  
 September 1, 2022

### Description of Parent Involvement and Participation to Support Goals

Harney Elementary has maintained a high level of parental involvement for activities and school community needs. Our Parent Teacher Organization provides financial and volunteer support for our school, student programs, and staff appreciation.

Stakeholder Input Name & Description	Who Participates	Timeline
Fall Festival	Parents, Staff, PTO, School Community	October, 2022
Running Club	Parent Volunteers, Staff, LPD, SRO	Fall, Spring

Harney Swim Party for registered students	Parents, PTO, Administrators, Staff	July 29, 2022
iMovie Teacher Introduction for Parents/Students	Teachers, Parents	August 4, 2022
Kindergarten Parent Meeting	Teachers, Parents, Administrators	August 2, 2022
K-5 Supply Drop Off	Parents, Teachers, Administrators	August 3, 2022
1-5 Open House	Parents, Teachers, Administrators	August 9, 2022
Harney PTO Board Mtg.	Parents, Teachers, Administrators	August 11, 2022
Harney Elementary Title 1 Parent Meeting	Parents, Staff, Administrators	September, 2022
Harney PTO Social Media Presence	Parents, Staff, Administrators	Ongoing

### Stakeholder Input Opportunities to Support Goals

Harney Elementary has a network of school and community supports that allow us to offer students multiple services and programs. These programs provide the necessary academic and social emotional experiences to help our students and staff grow and learn together.

<b>Stakeholder Input Name &amp; Description</b>	<b>Who Participates</b>	<b>Timeline</b>
PTO Executive Board	Officers are parents and staff	Monthly
School Improvement Team	Core Leadership Team	Monthly
School Improvement Focus Groups: Behavior, Data, Attendance, Social Emotional, Culture	SIP Team and Staff	Monthly
Lebanon Police Department – D.A.R.E.	LPD, Teachers, Students, Administrator	Each semester 1x weekly
Lebanon Fire Department – Fire Safety	LFD, Teachers, Students, Administrator	October
School Resource Officer	Students, Staff, SRO	Daily
Student Ambassadors	Students, Staff, Coaches	2x/week
Elementary Football Clinic	Students Grade 1-5, LHS Coach and players	May
Fall and Spring Running Clubs	Parents, Students, Staff	Fall, Spring
Robotics Club	Academic Coach, Students, Parents	Fall, Spring

IMPACT AMBASSADORS	Coaches, Administrator, Students, Staff	August - May
READ UP	Site Coordinator, Gr. 3 students, United Way Volunteers	September-April
Student Council	Academic Coach, Students	Monthly
WHETV-Student Video Announcements	Teacher, Students	Daily
LHS Cadet Teachers	LHS Seniors, Teachers	Fall/Spring
Spring Carnival	PTO, School Community, Administrators, PTO, LPD, students, staff	March

**Description of Stakeholder Partnerships and Programs to Support Goals**

Harney Elementary has many positive relationships with community patrons and businesses. Our community partners supply volunteers, financial support, and important services to assist us in continuing program and incentives for our students and staff.

Donna Denger	Provides a yearly donation to serve students and staff during the school year
Freedom Church	Provides student supply assistance, Christmas, holiday support, staff wellness donations, provides service project volunteers for school, student, and staff activities.
The Church of the Nazarene	Provides student supply assistance, Christmas, holiday support, staff wellness donations, provides service project volunteers for school, student, and staff activities.
Boone County Mental Health Services	Provides donations for student programs.
United Way	Provides volunteer Reading Mentors for grade 3 students/3x week
Lebanon Education Foundation	Provides financial grants for teachers to implement student opportunities
INWELL	Provides wellness and in-school counseling to students that qualify for services
CUMMINS	Provides wellness and in-school counseling to students that qualify for services

Lebanon Parks Department	Provides space for our Fall and Spring Fun Runs, as well as provides PTO with the Seashore Water Park for yearly event.
Mental Health of America Boone County	BASE, Young Scholars
Lebanon Public Library	Reading Programs, In School Readers
Chaucie's Place	Child Safety Program for Students
Sylvia's Place	Child Safety Program for Students
Isiah House	Social Services Program for Children

## Comprehensive Needs Assessment

### Three-year Trend Data

#### Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2018-2019	58	0
2019-2020	60	0
2020-2021	47	0
2021-2022	60	0

#### Suspensions by Sub-group

Year/Sub-Group	2018-2019	2019-2020	2020-2021	2021-2022
American Indian	0	0	0	0
Asian	0	0	0	0
Black	0	0	0	3
Hispanic	0	0	0	0
Multi-racial	0	4	1	1
White	58	56	46	17
Female	3	12	3	3
Male	55	48	44	57
IEP - YES	34	24	29	39
IEP - NO	24	36	18	21



**Demographic Data  
Enrollment by Ethnicity**

Year/Sub-Group	2018-2019	2019-2020	2020-2021	2021-2022
American Indian	0	0	1	1
Asian	0	0	1	1
Black	0	0	5	8
Hispanic	34	29	29	38
Multi-racial	10	11	9	9
White	412	399	367	378

**Free/Reduced/Paid Lunch**

Year/Sub-Group	2018-2019	2019-2020	2020-2021	2021-2022
Free Lunch	169	184	94	148
Reduced Lunch	69	57	14	36
Paid Lunch	229	206	239	254

**Attendance Data Monitoring and Goal**

Harney Elementary attendance will improve from 92.9896% to 95% by the end of the 2022-2023 school year as measured by the federal metrics for habitual and chronic absenteeism.

We will monitor the overall attendance rate of the entire school population as well as individual student attendance rates and patterns. We will utilize school personnel to work directly with parents and students when a child’s lack of attendance is impacting his/her ability to learn or has met the criteria of a habitual/chronic absentee.

	2018-2019	2019-2020	2020-2021	2021-2022
Attendance Rate	96.23	97.04	97.26	92.9896
Number of Unexcused Absences	775.5	591.5	1792.0	2437.5

### 3-Year Trend Data on Student Achievement by Cohort

		Grade 3							
School ID	School Name	ELA Below Proficiency	ELA Approaching Proficiency	ELA At Proficiency	ELA Above Proficiency	ELA Total Proficient	ELA Total Tested	ELA Proficient %	STATE ELA Proficient %
0565	Harney 2021-22	43	16	13	2	15	74	20.3%	40.7%
0565	Harney 2020-21	34	24	14	7	21	79	26.6%	38.7%
0565	Harney 2019-20								
0565	Harney 2018-19	32	16	23	8	31	79	39.2%	46.3%
		Grade 4							
School ID	School Name	ELA Below Proficiency	ELA Approaching Proficiency	ELA At Proficiency	ELA Above Proficiency	ELA Total Proficient	ELA Total Tested	ELA Proficient %	STATE ELA Proficient %
0565	Harney 2021-22	27	27	19	12	31	85	36.5%	41.1%
0565	Harney 2020-21	30	17	12	7	19	66	28.8%	39.6%
0565	Harney 2019-20								
0565	Harney 2018-19	23	21	19	8	27	71	38.0%	45.8%
		Grade 5							
School ID	School Name	ELA Below Proficiency	ELA Approaching Proficiency	ELA At Proficiency	ELA Above Proficiency	ELA Total Proficient	ELA Total Tested	ELA Proficient %	State ELA Proficient %
0565	Harney 2021-22	26	18	20	4	24	68	35.3%	41.0%
0565	Harney 2020-21	34	18	18	3	21	73	28.8%	39.5%
0565	Harney 2019-20								
0565	Harney 2018-19	16	23	31	11	42	81	51.9%	47.5%

		Grade 3							
School ID	School Name	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %	State Math Proficient %
0565	Harney 2021-22	25	16	26	7	33	74	44.6%	51.9%
0565	Harney 2020-21	25	28	19	7	26	79	32.9%	48.7%
0565	Harney 2019-20								
0565	Harney 2018-19	33	16	19	11	30	79	38.0%	58.7%
		Grade 4							
School ID	School Name	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %	State Math Proficient %
0565	Harney 2021-22	31	20	28	6	34	85	40.0%	47.5%
0565	Harney 2020-21	23	15	20	7	27	65	41.5%	43.7%
0565	Harney 2019-20								
0565	Harney 2018-19	20	15	26	10	36	71	50.7%	54.0%
		Grade 5							
School ID	School Name	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %	State Math Proficient %
0565	Harney 2021-22	21	22	17	8	25	68	36.8%	40.8%
0565	Harney 2020-21	31	25	10	7	17	73	23.3%	38.6%
0565	Harney 2019-20								
0565	Harney 2018-19	14	23	19	25	44	81	54.3%	47.8%

Class

- 2030
- 2029
- 2028
- 2027
- 2026
- 2025

## Comprehensive Needs Assessment Summary

<b>Area of Review</b>	<b>Summary of Strengths What were the identified strengths?</b>	<b>Summary of Needs What were the identified needs?</b>	<b>Priorities What are the priorities for your school?</b>
<b>Demographics</b>	Our school's population is becoming more diverse in race, ethnicity, and economics	Continue to support our staff and students with building inclusive and relationship driven responses to all students	Building relationships through connections with our students and parents.
<b>Attendance</b>	Most of our students have acceptable attendance	Our attendance rate dropped from 97.26% in 2020-21 to 92.9896% in 2021-2022	Put intervention supports in place to work with parents and students before their attendance becomes a deficit
<b>Student Achievement</b>	<p>Students in K-5 showed growth measured by F &amp;P, MindPlay, NWEA, Reveal Math</p> <p>Strong MTSS process</p> <p>Inclusion, Special Education, English, and Title 1 Interventions are connected to the MTSS process, IEP and ILP planning</p> <p>Intervention times are consistent by grade level to ensure students are not pulled from core content and instruction</p>	<p>Underperformance of Gr. 3-5 students on iLEARN across content</p> <p>Foundational Reading Skills (phonics, phonemic awareness)</p> <p>Number Sense and Computation</p> <p>Written response to text in Reading and Math</p>	<p>Increase rigor and relevance by teachers focusing on better questioning, and meaningful work for students</p> <p>Ensure that intervention supports are in place and monitored for student improvement and effective usage</p>

<p><b>School Culture and Climate</b></p>	<p>P.R.I.D.E.</p> <p>Development of Harney House Procedures</p> <p>Harney House Guidelines</p> <p>Staff gatherings and opportunities to model positive school culture activities</p> <p>Staff Learning Retreat</p> <p>CLASS Coach – focus on Relationships</p> <p>ICLE Coach – focus on Rigor, Relevance, Relationships</p> <p>Student Ambassadors</p> <p>4-Level Behavioral System</p> <p>Zones of Regulation</p>	<p>Disproportion of discipline referrals and consequences between gender, race, and disabilities</p> <p>Inconsistent vocabulary being used across grade levels</p>	<p>Provide Mentors to 1–2-year teachers</p> <p>Integrate hallway greetings, morning messages, community meetings, and agendas within each classroom</p> <p>Continue having staff develop, model and support each other in building Relationships: Connections with staff and students</p> <p>Provide relevant work</p> <p>Continue with producing common vocabulary</p>
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<b>Staff Quality/Professional Development</b>	Blended Learning – Technology and Best Practices with Technology Integration Specialist.  Literacy Focus – Phonics and word work built into the reading block	Phonics and Word Study training using MINDPLAY(K-5) and OG (K-2)  Writing development for applications and conventions using Smekens 6 Traits	Implementing Coaching for Rigor, Relevance and Relationships  Developing writers, readers, and problem solving
<b>Curriculum, Instruction, Assessment</b>	Access to a Literacy Coach  Access to a Technology Integration Specialist  Fully developed Book Room  Well stocked classroom libraries  Curriculum for SS, Math, Reading, Writing, English  Common Assessments for English	Curriculum maps need updated  Too many must do's and not enough may do's (assessments, STEM, Computer Science)  Limited knowledge of Project Based Learning and integration of standards throughout other content areas	Re-align pacing guides for curriculum and assessment  Assist teachers with how to integrate content areas and how to fairly assess/grade students
<b>Family and Community Involvement</b>	Many options for parent involvement in forms of donations and field trip volunteers	Increase Read Up Mentors to include community, parents, and staff members  Increase the number of family/student educational nights	Provide incentives for staff to be involved and creative in providing learning options for students before or after school  Offer gratitude notes to community and family members that donate goods, services, and time to our students and schools

<b>Technology</b>	<p>Many apps and tools to support learning and executive function skills for students and staff</p> <p>1:1 iPad continuation</p> <p>Continuation of support to staff and students by the Technology Integration Specialist</p>	<p>Provide student/staff orientation and training early in August for preparation of assessments</p> <p>Students are drawn to the iPads for gaming and play time vs. learning</p>	<p>Support staff in how to use technology (hardware, tools, apps) to design interactive and student created relevant and meaningful work</p>
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### Goal Summary and Decision-Making Process

The following is a summary of the goals encompassed in this plan for the 2022-2023 school year. The details of each goal are available in the next section.

<b>Goal #</b>	<b>Goal Statement</b>
1	Students in Grades 3-5 will improve by 3% from 30.7% to 33.7% overall proficiency performance in ELA as measured by ILEARN in Spring of 2023.
2	Students in Grade 3-5 will improve by 3% from 40.5% to 43.5% overall proficiency performance in Math as measured by ILEARN in Spring of 2023.

### Cultural Competency

LCSC believes all students need to master work ethic skills in order to reach their full potential. The goal of PRIDE is to build students of strong character who will strengthen our school district and positively impact the community.

PRIDE describes the fundamental expectations of students at all LCSC schools:

- **Persistence:** Student is able to persevere through challenges and problem-solve.

- **Respectfulness:** Students accepts and demonstrates service to others, possesses a positive attitude and communicates clearly.
- **Initiative:** Student is a self-starter and a critical thinker
- **Dependability:** Student is reliable and demonstrates responsibility and teamwork. Student also demonstrates academic readiness.
- **Efficiency:** Student is organized, punctual and demonstrates self- management.

## **School/Principal Update**

The Harney SIP Team reviewed the data to determine the cultue needs for students and staff. We have created school families and guidelines that help us towards the development of LCSC PRIDE expectations for our students. In the Harney House we:

- Have Respect
- On Task Always
- Use Safety First
- Show our Personal Best
- Everyone Accepts Responsibility

Harney Elementary students have many opportunities that are geared towards their interest before and after school. We offer academic, physical health and wellness, and STEM Clubs for students. Students in Grades 1-5 can register for clubs such as Robotics, Running Club, Cardio-Drumming, Math, Writing, and Reading. Harney fourth and fifth graders could be selected for Student Council, WHETV-News Crew, Library Helpers, IMPACT Ambassadors, and Field Day Captains. We encourage PRIDE and work ethic certification through our social emotional lessons for all students. Students in grade 5 can earn Service-Learning Certification as part of our PRIDE expectations. Students in Grades 1-5 could earn time with our School Resource Officer as a Junior SRO to help check perimeter doors.

## **English Language Arts Goal**

### **Goal #1: 3-year Goal English/Language Arts**

Students in Grades 3-5 will improve 9% from 28.33% to 37.33% overall proficiency performance in ELA as measured by ILEARN in Spring of 2025.

### **Goal #1: 1-year Goal English/Language Arts**

Students in Grades 3-5 will improve by 3% from 31.5% to 34.5% overall proficiency performance as measured by ILEARN in Spring of 2023.

## **English Language Arts Action Plan**

### **Goal 1: School Action Plan for the 2022-2023 School Year**



<b>Focus Area: Reading</b>		
<b>Focus Area Goal: 43% of Harney Students in K-5 will score at or above 61<sup>st</sup> percentile as measured by NWEA Reading Diagnostic by May 2023.</b>		
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Monitor the participation rate and progress of MTSS Student Reading Intervention Plans, and progress reports for diagnostic programs	iPad MTSS Plans MindPlay Usage and results	Aug-May MindPlay- 20min/3x week minimum Service and Monitoring per MTSS Plan
Integrate the Orton Gillian (OG) required direct instruction of Phonics	F & P Kit OG Phonics	August – May 15min/daily
Implement Guided Reading, Interactive Read Aloud and Shared Reading into the Block using the Fountas & Pinnell (F & P) Materials	F&P Kit Lesson Plan for Guided Reading	Mid- Sept. - May
Increase the rigor and relevance of questioning and meaningful student work	ICLE Team ICLE Coach ICLE Rigor and Relevance Rubrics Bump It Up addition to the data reflection sheets ICLE Toolkit	August-May

Monthly Grade level Data meetings to review Reading NWEA Data	Grade level NWEA data Data Analysis/Reflection Form Administrator to reflect on the Form and provide input/feedback	Sept – May 1x Month
<b>Focus Area: ENGLISH/WRITING</b>		
<b>Focus Area Goal: 40% of Harney Students in 2-5 will score at or above the 61<sup>st</sup> percentile as measured by NWEA Language Diagnostic by May 2023.</b>		
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Collaborative Grade Level Scoring of student writing in Applications and Conventions using the District Common Writing Prompts	District Common Prompts/ Rubrics	1X/qtr
Implement Reading Response Journals for constructed Responses	Response Journals	Used in Literacy Block
Implement 6 Traits for Writing	Smekens PD and resources	For direct instruction of writing

**Evidence-Based Interventions for Focus Area - E/LA**

**Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:**

**MindPlay® (LCSC: currently available K-8)**

<https://mindplay.com/student-programs/virtual-reading-coach/>

MindPlay® is an effective online reading program that improves reading abilities. It permits students with diverse skills and unique needs to read with control and precision. MindPlay® Literacy automatically assesses each student's current reading level, then assigns the appropriate MindPlay® curriculum to support targeted growth. Struggling readers and students with knowledge gaps receive direct, explicit, systematic reading instruction to bring them up to grade level. Strong readers receive systematic reading practice to increase speed and fluency while maintaining good comprehension. MindPlay® includes the following components: universal screener, phonemic awareness, phonics, vocabulary, grammar for meaning, comprehension and fluency.

**Professional Learning Communities**

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

**Math Goal**

**Goal # 2: 3-year Goal Mathematics**

Students in Grades 3-5 will improve by 9% from 32.67% to 41.67% overall proficiency performance in Math as measured by ILEARN in Spring of 2025.

**Goal # 2: 1-year Goal Mathematics**

Students in Grades 3-5 will improve by 3% from 40.5% to 43.5% overall proficiency performance in Math as measured by ILEARN in Spring of 2023.

**Math Action Plan**

**Goal 2: School Action Plan for the 2022-2023 School Year**

<b>Focus Area: MATH</b>		
<b>Focus Area Goal: 45% of Harney students in grades K-5 will score at or above 61<sup>st</sup> percentile as measured by NWEA Math Diagnostic Assessment by May 2023.</b>		
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Students will complete their REVEAL MATH Pathways at a 70% accuracy.	REVEAL (Redbird or ALEK) Pathways	45-60 min/week
Increase the rigor and relevance of questioning and meaningful student work.	ICLE Team ICLE Coach ICLE Rigor and Relevance Rubrics Bump It Up addition to the data reflection sheets. ICLE Toolkit	August -May
Hold data chats to review grade level data from REVEAL and NWEA Math	Data/Reflection Form Grade Level and Additional Supplemental Staff assigned to the grade level	3x/year

## Evidence-Based Interventions for Focus Area - Math

**Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:**

### **REVEAL MATH**

Reveal is an evidenced-based intervention, backed by research that qualifies it for federal and state grant programs. Reveal Math includes a combination of online instruction, instructional reports and a student dashboard that encourages student involvement, ownership of learning and a growth mindset. Reveal Math provides online lessons that motivate students to improve their math proficiency levels and increase their growth. The lessons are assigned based on NWEA Diagnostic results. The instruction is tailored to meet the student learning needs as a whole class, in small groups or through individualized instruction. Reveal is complemented by a variety of teacher resources enabling teachers to target specific skills areas as needed by individual students

### **Professional Learning Communities**

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

**<https://link.springer.com/article/10.1007/s10833-006-0001-8>**

**<https://eric.ed.gov/?id=ED410659>**

**<https://eric.ed.gov/?id=ED410659>**

### **INTERVENTION and INCLUSION BLOCK**

A daily 30 minute intervention block for Reading and Math were added to the schedule to insure that support is given as supplemental and per MTSS plans and IEPs so students did not miss Core Instruction.

## **Using Results for Continuous Improvement**

### **Description of Ongoing District Data Review Process**

Lebanon Community School Corporation (LCSC) is committed to a process for continuous improvement that is well-defined and clearly articulated with measurable outcomes. The district acknowledges that our current best approach to improve and sustain student learning and achievement is through a systems approach that is inclusive of all entities and levels of our system. The district level, the school level, and the classroom, teacher, and student level must all align their collaborative efforts along with the parents and community in order to achieve high success over time.

### **Description of Ongoing School Data Review Process**

All Teachers and administrators at Harney Elementary use a data review process once per month of the month to review the collective data from district and state assessments. Once per month, the SIP/ICLE Team will review the data and plan for updates for professional development for staff. Teachers will display classroom data within an area of Math, Reading, or Writing. Student goal setting is encouraged to build a culture of achievement in academic areas. Teachers are responsible for recognizing student needs and accessing school resources through our MTSS process. Teachers present the student data to the team, then collaborate to develop Tier 2 and/or Tier 3 intervention plans. Our Title 1 Plan, School Improvement Plan, and Reading Plan are all integrated into our school action plan to serve students that need social, emotional, and academic support. We use the data from assessments and climate/culture surveys to develop and support staff and students. Our School Improvement Team also divides tasks based on results to communicate with staff and garner feedback for intervention, school procedures, and school schedule. School decisions are done with input and consensus to move forward with positive improvement for our school community.

**School Improvement Plan Timeline** (NOTE: The submission deadlines included in this timeline have been determined based on current Indiana Code. In the past IDOE has provided extensions for the final submission of School Improvement Plans primarily because of adjustments in the timeline for releasing state assessment data results.)

<b>School Improvement Plan (SIP) Timeline</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Summer/Fall</b>
Implement Updated 2021-2022 SIP		X	X	X	
Establish 2021-2022 SI Team	X				
Review and Develop Updated 2021-2022 SIP by SI Team <b>1<sup>st</sup> Submission Deadline: August 19, 2022</b>		X	X	X	
Review of 2021-2022 SIP by Superintendent/Cabinet (including Title I Compliance) <b>Return to Principals by August 26, 2022</b>					X
Revisions of 2021-2022 SIP Completed by SI Team (including SI Team Teacher Representative Signature Form) <b>Final Submission Deadline: September 6, 2022</b>					X
Exclusive Representative Signature Form Coordinated by Cabinet prior to submission to SB					X
SIP Recommended to School Board (SB) for Approval <b>September 20, 2022 School Board Meeting</b>					X
SIP Submitted to IDOE by Principal <b>October 7, 2022 (Tentative)</b>					X

### **Description of Curriculum**

LCSC evaluates curriculum on an ongoing basis in conjunction with the textbook adoption process. The goal of the program evaluation, curriculum/standards revision and textbook adoption cycle is to provide an educational program that enables all students to learn and achieve to the highest possible level. Additionally, LCSC has developed curriculum maps for the core academic areas of English/Language Arts, Math, Science, and Social Studies. Additionally, LCSC has been working to develop common assessments for use in all areas across the district. One component of the common assessments is an Assessment Year at a Glance designed to help teachers prioritize standards for instructional planning.

## **Career Awareness and Career Development Plan**

- Grades 1-5: Career awareness models to introduce students to work values and basic employment concepts
- Grade 5: Junior Achievement – BIZ Town will be implemented during the school year. There are standards and crosswalks related to K-12 Career Awareness with ELA, Math and SS Standards.
- Grades 6-8: Initial career information models that focus on career choices as they related to student interest and skills
- Grades 9-10: Career exploration models that offer students insight into future employment options
- Grades 11-12: Career preparation models that provide job or further education counseling, including the following:
  - Initial job counseling, including the use of job service officers to provide school-based assessment, information, and guidance on employment options and the rights of students as employees.
  - Workplace orientation visits
  - On-the-job experience exercises.

## **Highly Qualified Teachers and Paraprofessionals**

2022-23 Highly Qualified Teachers: All verification and supporting documents are filed at the LCSC Administration Center.

### **Highly Qualified Paraprofessionals**

2022-23 Highly Qualified Paraprofessionals: All verification and supporting documents are filed at LCSC Administration Center.

## **Definitions**

### **School Assessment Measures – Definition**

The School Assessment Measures represent the various assessments chosen by the district or the school to represent academic achievement and growth. Their correlation to state assessment proficiency or the district mission is the basis of the selection of the measures. The School Assessment Measures do not include routine teacher-designed classroom assessments.

### **Goal Action Plan – Definition**

The Goal Action Plan section of the School Improvement plan asks principals to select research-based action steps and instructional strategies that will have a positive impact



on student performance when implemented with fidelity. The principal should measure teacher capacity and level of fidelity in district selected action steps and strategies. The SIP team may select additional action steps.

**Focus Area Goal:** This section sets the level of deployment, fidelity, or level of classroom use for each goal.

**Action Steps –** Instructional strategies refer to the identified way of delivering instruction and facilitating student learning within a given framework. Action steps refer to the steps that are necessary to reach the goal. Schools may differ in their needed area of focus within a content area.

**Resources/Professional Development Needed –** This section outlines the professional development needs for the school. The information should include detail such as the grade level and the type of PD (i.e. online, face-to-face, group, individual, by coach or through a workshop).

**Target Date –** The SIP team should to set a goal for completion of the goal (i.e. by December of the school year, by the end of the first quarter, etc.)

**Evidence –** The SI team identifies the instrument that will measure the level of deployment, fidelity or level of classroom use (i.e., classroom checklists, walkthrough checklist data, observation data from teacher evaluation data, reports reflecting usage of technology resources and student data, PLC notes and reflections, meeting logs, feedback from PD).

**School Improvement Team Assurance Form**  
Principal/Teacher Representative Signatures

Corporation Number: 0665  
Corporation Name: Lebanon Community School Corporation  
School Name: Harney Elementary School  
School Number: 0565

The signatures below represent the teacher representatives of the School Improvement Planning Team. By signing this form, they are giving assurance that they participated in the school improvement planning process resulting in the newly revised plan for school improvement and the related plans for professional development

Principal Name (Type): Janet Dye

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher (Type): Jenni LaMar

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: Susan Brianne Geswein

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: Andrea Yoder

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: Bailey Riner

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: Rebekah Warren

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: Brianna Storms

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: Debbie Boggess

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: Suzi Boyett

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: Tracey Hammel

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: Michelle Walton

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Date: 8/19/22

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